

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School: Wilmot J. Fraser Elementary**

**District: Charleston County Schools**

**Principal: Perren Peterson**

**Superintendent: Dr. Nancy McGinley**

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

### **Demographic Information**

Wilmot J. Fraser Elementary, located on the Charleston peninsula, serves approximately 230 African American students. The faculty and staff are comprised of a new principal, 14 classroom teachers and 7 paraprofessionals. Approximately 70 percent of the staff has been at Fraser for more than 10 years.

Fraser Elementary is a Title I school with approximately 96% of its students receiving free and reduced lunch. All students receive breakfast at no charge. Students receiving Special Education services under the Individuals with Disabilities Education Act with the primary disability as Speech involves 5% and the other primary disability is Emotionally Mentally Disabled, which is 7% of the total population.

In reviewing the past achievement levels of Wilmot J. Fraser Elementary since 2004, the school has declined in the Absolute Value Index as indicated by the chart below:

Absolute Value Index Chart for Wilmot J. Fraser Elementary

2004	2.48
2005	2.33
2006	2.19
2007	2.15

## **Test Data**

### ***PACT: English/Language Arts*** (percentage of students)

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>3</b>	46.4	29.2	50.0	21.4	54.2	34.6	32.1	16.7	15.4	0.0	0.0	0.0
<b>4</b>	66.7	35.0	56.5	27.8	55.0	39.1	5.6	10.0	4.3	0.0	0.0	0.0
<b>5</b>	48.3	47.4	52.6	37.9	42.1	31.6	13.8	10.5	15.8	0.0	0.0	0.0
<b>6</b>	57.1	56.3	63.2	28.6	34.4	36.8	14.3	9.4	0.0	0.0	0.0	0.0

### ***PACT: Mathematics*** (percentage of students)

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>3</b>	42.9	62.5	50.0	53.6	33.3	50.0	3.6	4.2	0.0	3.6	0.0	0.0
<b>4</b>	52.6	55.0	73.9	26.3	20.0	21.7	15.8	25.0	4.3	15.8	0.0	0.0
<b>5</b>	41.4	36.8	26.3	48.3	42.1	42.1	10.0	15.8	21.1	10.0	5.3	10.5
<b>6</b>	35.7	43.8	42.1	50.0	53.1	31.6	14.3	3.1	15.8	14.3	0.0	10.5

### ***PACT: Science*** (percentage of students)

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>3</b>	62.1	79.2	84.6	34.5	20.8	15.4	3.4	0.0	0.0	0.0	0.0	0.0
<b>4</b>	78.9	81.8	95.7	15.8	13.6	4.3	5.3	4.5	0.0	0.0	0.0	0.0
<b>5</b>	77.1	85.0	60.0	20.0	15.0	30.0	2.9	0.0	10.0	0.0	0.0	0.0
<b>6</b>	88.9	97.4	81.8	7.4	2.6	18.2	3.7	0.0	0.0	0.0	0.0	0.0

## **TEST DATA ANALYSIS**

Preliminary analyses of test scores received during the summer of 2008 indicate that the absolute value index should improve from the 2007 year. The absolute rating for the 2007 report card was 2.15, and the improvement rating was at the unsatisfactory level.

Over the past three years, Wilmot J. Fraser has been on a steady decline in the number of students scoring Basic or above in reading, math, and science as defined by the Palmetto Achievement Challenge Test (PACT). The school has not met Adequate Yearly Progress (AYP) for three consecutive years. According to 2007 data, 50% of the students in grade 3 scored at the Basic or above level in English Language Arts. In grade 4, 43.4% scored at the Basic or above level. In grade 5, 47.4% scored at the Basic or above level, and in grade 6, 36.8 % scored at that level.

In math for the 2007 school year, 50% of grade 3 students scored Basic or above, 26% of grade 4 students scored at the Basic or above level, 73.7% of fifth grade students scored at this level, and in grade 6, 57.9% of students scored at the Basic or above level.

In science, 15.4% of grade 3 students, 4.3% of grade 4 students, 30% of grade 5 students and 18.2 of grade 6 students scored Basic or above.

In social studies, 58.3% of grade 3 students, 22.7% of grade 4 students, 15% of grade 5 students and 12.8% of grade 6 students scored Basic or above.

## **PROCESS**

The Focused School Renewal Plan was developed with the input of the leadership team at Wilmot J. Fraser Elementary School. The leadership team is made up of the principal, Instructional Resource Teacher, Literacy/Numeracy Coach, Parent Advocate, and Reading First Literacy Coach. We utilized the PACT data from the past 4 years to determine trends, but also utilized the MAP (Measure of Academic Progress) data. The MAP test can be used as an indicator of future performance on the standardized state assessment. Administering the test three times each year allows our teachers to closely monitor the progress of students. Test results are maintained throughout the year and build from the students previous year. As a result, we will monitor the growth of individual students and use MAP data to make curriculum and school improvement decisions. Individual student MAP scores will be monitored. Based on student performance within MAP scoring RIT Bands, the RIT Band instructional groups will be reconfigured after each MAP administration to ensure homogeneous grouping. Teachers are expected to provide weekly instruction to their assigned RIT Band instructional group. Instructional decisions made using MAP data will enable our school to move toward reaching expected progress.

## **SUMMARY**

In summary, the large number of students scoring at the Below Basic level in all subject areas indicates a need for immediate and focused measures. Due to the change in the state our state assessment, PACT to PASS, we are unable to determine how the absolute index will be determined for the 2008-2009 school year. We have carefully reviewed and plan to implement research-based strategies which will meet the needs of our school population and will improve student achievement at Wilmot J. Fraser Elementary.

# School Timeline

## **July 2008**

- Prepare Master Schedule
- Professional Development Focus
  - Project Read Implementation
  - Positive Behavioral Support (PBIS)
  - Differentiated Instruction

## **August 2008**

- Monthly Data Meeting- Focus: *PACT Data Analysis*
- Charleston County District-wide Professional Development-TBD
- Professional Development Focus
  - SC Reading First
  - Positive Behavioral Support (PBIS)
  - Differentiated Instruction-Math

## **September 2008**

### **-MAP Testing-Fall Administration**

- Monthly Data Meeting- Focus: Positive Behavior Support (PBIS)
- After-school program begins in cooperation with The Boys & Girls Club
- Professional Development
  - MAP Testing
  - SC Reading First Study Group
  - Positive Behavioral Support (PBIS)
  - Differentiated Instruction-Reading
- Annual Title I Meeting

## **October 2008**

**-MAP Results disaggregated and used to *establish* Intervention Block grouping. Intervention Block group instruction begins.**

### **-MAP Master's Celebration for students**

- Monthly Data Meeting- Focus: *MAP Data Analysis*
- Professional Development
  - SC Reading First Study Group
  - Positive Behavioral Support (PBIS)
  - Differentiated Instruction-Science
- Title I Supplemental Educational Services Fair for parents

## **November 2008**

- Monthly Data Meeting- Focus: Common Assessment
- Professional Development
  - SC Reading First Study Group
  - Effective Questioning-Bloom's Taxonomy
- Supplemental Educational Services Begin

### **December 2008**

- Monthly Data Meeting- Focus: School-wide Needs Assessment
- Professional Development
  - SC Reading First Study Group
  - Effective Questioning-Bloom's Taxonomy

### **January 2009**

- MAP Testing-Winter Administration**
- MAP Results disaggregated and used to *reconfigure* Intervention Block grouping**
- MAP Master's Celebration for students**
- Monthly Data Meeting- Focus: Positive Behavior Support Mid-Year Analysis

### **February 2009**

- PASS Testing-Writing**
- Monthly Data Meeting- Focus: Parenting Needs

### **March 2009**

- MAP Testing-Spring Administration**
- MAP Results disaggregated and used to *reconfigure* Intervention Block grouping**
- Monthly Data Meeting- Focus: Common Assessment

### **April 2009**

- MAP Master's Celebration for students**
- Monthly Data Meeting- Focus: End-of-Year MAP Data Analysis

### **May 2009**

- PASS Testing**
- Monthly Data Meeting- Focus: PACT Projections

### **June 2009**

- Monthly Data Meeting- Focus: Staff Development Needs for 2009-2010

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:** By April 1, 2009, 70% of the students in grades 3-6 will demonstrate mastery of English/Language Arts skills by increasing one or more RIT Band levels on the MAP test as indicated by Fall 2008 to Spring 2009 MAP test results.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide an After-school program to extend the learning day. The after-school program will provide extra opportunities for students to receive English Language Arts instruction and homework assistance. A partnership with The Boys & Girls Club will be established to operate a daily after-school program that is academic oriented and school-based.	Principal- Perren Peterson	September 2008	Class rosters will be collected monthly and analyzed for attendance. Academic plans will be created and implemented to note the academic focus area. Weekly teacher observations will be done to ensure that the program is academically based. Verbal and/or written feedback will be provided within 48 hours. Areas of concern will be addressed in writing.  <i>After-school Coordinator-Atiya McPherson</i>
Provide a schedule that maximizes instructional time for English Language Arts. The school day will be 7:45 – 2:45, with an ELA block of 120 minutes daily (K-5) and/or 100 minutes (6 <sup>th</sup> grade only).	Principal-Perren Peterson	August 2008	Individual class schedules will be collected to analyze time devoted to language arts instruction. Monthly observations during ELA will document time and best practices.  <i>Principal -Perren Peterson</i>
Collaboration time will be scheduled and implemented to help teachers fully understand and implement the Charleston County School District Coherent Curriculum.	Principal-Perren Peterson	August 2008	Collect meeting schedules along with agendas and meeting notes each month. Teacher observations will take place each month to ensure implementation of CCSD Coherent Curriculum. Verbal and/or written feedback will be provided within 48 hours. Areas of concern will be addressed in writing.  <i>Instructional Resource Teacher-Johngra Brown</i>
Provide professional development in using and analyzing MAP data to guide instruction.	Principal- Perren Peterson	September 2008	Data notebooks will be developed and used by teachers to analyze student's academic performance and help



			guide instruction. During weekly grade level meetings, data notebooks (along with other resources) will be used for analyzing academic progress. <i>Literacy/Numeracy Coach-Stacey Bingley-Williams</i>
An intervention block will be utilized to help those students requiring additional instructional opportunities at the differentiated levels.	Principal- Perren Peterson	October 2008	Weekly lesson plans will be collected and analyzed for the intervention block. Monthly observations will be done during the block to ensure implementation of intervention strategies. Records will be kept on each child and interventions taking place. Fall, winter, and spring results of assessments will be analyzed to determine growth.  <i>Instructional Resource Teacher-Johngra Brown</i>
Supplemental Education Services (SES) will be offered to provide extra assistance to those students needing additional academic support.	Principal-Perren Peterson  SES Site Coordinator-LaTonya Brunson	November 2008	Supplemental Education Services provide intense small group instruction to students in grades K-6 in English Language Arts. Bi-monthly reports will be collected and analyzed to determine interventions needed. Students being served by SES providers will be observed and data tracked to determine growth. <i>SES Site Coordinator-LaTonya Brunson</i>
Parents will be trained in research-based best practices to help their child(ren) achieve in the four core content areas through a series of curriculum nights.	Principal-Perren Peterson	Each quarter	Attendance will be taken at workshops. Surveys will be given pre/post workshop to determine if parents are implementing suggestions. The data for students with parents attending will be analyzed to determine growth. <i>Parent Advocate-Gail Blair</i>
The computer-assisted instructional program will be utilized to help those students identified as needing additional instruction.	Principal-Perren Peterson	September 2008	Reports will be generated and analyzed to identify areas of need and areas of growth.  <i>Literacy/Numeracy Coach-Stacey Bingley-Williams</i>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:** By April 1, 2009, 70% of the students in grades 3-6 will demonstrate mastery of Math skills by increasing one or more RIT Band levels on the MAP test as indicated by Fall 2008 to Spring 2009 MAP test results.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide an After-school program to extend the learning day. The after-school program will provide extra opportunities for students to receive Math instruction and homework assistance. A partnership with The Boys & Girls Club will be established to operate a daily after-school program that is academic oriented and school-based.	Principal- Perren Peterson  Instructional Resource Teacher-Johngra Brown	September 2008	Class rosters will be collected and analyzed for attendance. Academic plans will be created and implemented to note the academic focus area. Teacher observations will be done during this time to ensure that the program is academically based. Verbal and/or written feedback will be provided within 48 hours. Areas of concern will be addressed in writing.  <i>After-school Coordinator-Atiya McPherson</i>
Provide a schedule that maximizes instructional time for Math. The school day will be 7:45 – 2:45, with a math block of 90 minutes daily (K-5) and/or 60 minutes (6 <sup>th</sup> grade only).	Principal-Perren Peterson	August 2008	Individual class schedules will be collected to analyze time devoted to math instruction. Observations during math time will document time. Verbal and/or written feedback will be provided within 48 hours. Areas of concern will be addressed in writing.  <i>Principal -Perren Peterson</i>
Collaboration time will be scheduled and implemented to help teachers fully understand and implement the Charleston County School District Coherent Curriculum.	Principal-Perren Peterson	August 2008	Collect meeting schedules along with agendas and meeting notes. Teacher observations will take place to ensure implementation of CCSD Coherent Curriculum.  <i>Instructional Resource Teacher-Johngra Brown</i>
Provide professional development in using and analyzing MAP data to guide instruction.	Principal- Perren Peterson	September 2008	Data notebooks will be developed and used to analyze student's academic performance and help guide instruction. During weekly grade level meetings, data notebooks (along with other resources) will be used for analyzing academic progress.

			<i>Literacy/Numeracy Coach-Stacey Bingley-Williams</i>
An intervention block will be utilized to help those students requiring additional instructional opportunities at the differentiated levels.	Principal- Perren Peterson	October 2008	Lesson plans will be collected and analyzed for the block. Observations will be done during the block to ensure implementation of intervention strategies. Records will be kept on each child and interventions taking place. Results of assessments will be analyzed to determine growth. <i>Numeracy Coach- Stacey Bingley-Williams</i>
Supplemental Education Services (SES) will be offered to provide extra assistance to those students needing additional academic support.	Principal-Perren Peterson	November 2008	Supplemental Education Services provides intense small group instruction to students in grades K-6 in math. Reports will be collected and analyzed to determine interventions and those students participating will be observed and data tracked to determine help given. <i>Principal-Perren Peterson</i>
Parents will be trained in research-based best practices to help their child(ren) achieve in the four core content areas through a series of curriculum nights.	Principal-Perren Peterson	Each quarter	Attendance will be taken at workshops. Surveys will be given pre/post workshop to determine if parents are implementing suggestions. The data for students attending will be analyzed to determine growth. <i>Parent Advocate-Gail Blair</i>
The computer-assisted instructional program will be utilized to help those students identified as needing additional instruction.	Principal-Perren Peterson	September 2008	Reports will be generated and analyzed to determine areas of need of students and areas of growth. <i>Computer Lab Assistant-Oren Jamison</i>
Teachers will utilize math notebooks to increase student retention of information during math instruction.	Principal-Perren Peterson	October 2008	Notebooks will be collected and analyzed to determine use, student information, etc. <i>Instructional Resource Teacher-Johngra Brown</i>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:** By April 1, 2009, 50% of the students in grades 3-6 who scored below 50% on a school developed, standards-based science pretest will score above 50% on the posttest. Pre and post tests will be identical and will be developed based on South Carolina Science standards for each grade and the Anderson 5 benchmark tests. The pretest will be administered in October 2008. The posttest will be administered in March 2009.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Reassign human resources so that a staff member will be assigned to work as the science teacher for grades 3-6 (6 <sup>th</sup> grade-Lab Only). This person will be responsible for teaching science in a lab format and assisting classroom teachers in follow-up lessons.	Principal-Perren Peterson	August 2008	The Science teacher's lesson plans will reflect labs taught to grades 3-5. A master schedule will document science times, and monthly observations will be analyzed to determine level of science taught.  <i>Science Lab Instructor-Valerie Muhammad</i>
Equip the science laboratory with materials as budgets allow.	Principal-Perren Peterson	August 2008	Purchase orders will document materials purchased, along with photos of lab. Principal/district observations will document science instruction. <i>Bookkeeper-Penzola Cromwell</i>
Provide support to science teachers in grades 3-6 to ensure that follow up from labs are being done.	Instructional Resource Teacher-Johngra Brown	August 2008	Support in instructional strategies will be given to teachers to help them implement the curriculum. A log of this will be kept by the instructional resource teacher. Monthly observations will be done to see if these strategies are being implemented. <i>Instructional Resource Teacher-Johngra Brown.</i>
Develop and give periodic PACT-like science assessments.	Science Lab Instructor-Valerie Muhammad	September 2008	Copies of PACT like assessments will be kept. Results of these assessments will be kept and analyzed to determine which students need interventions. <i>Science Lab Instructor-Valerie Muhammad</i>
Provide professional development in science note-booking, which all students will participate in during science instruction.	Principal- Perren Peterson Instructional Resource Teacher-Johngra	October 2008	Teachers will be trained in the use of science notebooks and implement this in October. All students will keep science notebooks to document learning. Science notebooks will be reviewed and analyzed each quarter.

**FOCUSED SCHOOL RENEWAL PLAN****2008–09 School Year of Implementation****Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1:** By April 1 2009, the principal will have utilized all available information and resources to analyze data, determine strengths and needs, and provide staff development for those needs in order to meet the student achievement goals established within this plan and listed below.

1. By April 1, 2009, 70% of the students in grades 3-6 will demonstrate mastery of English/Language Arts skills by increasing one or more RIT Band levels on the MAP test as indicated by Fall 2008 to Spring 2009 MAP test results.
2. By April 1, 2009, 70% of the students in grades 3-6 will demonstrate mastery of Math skills by increasing one or more RIT Band levels on the MAP test as indicated by Fall 2008 to Spring 2009 MAP test results.
3. By March 1, 2009, 50% of the students in grades 3-6 who scored below 50% on a school developed, standards-based science pretest will score above 50% on the winter posttest. Pre and post tests will be identical and will be developed based on science standards for each grade and the Anderson 5 benchmark tests.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The principal will conduct monthly classroom observations per district directive. Certified members of the leadership team will also conduct monthly observations. The principal, along with members of the leadership team will meet with teachers to reflect on observations, and plan actions for improvement of instruction.	Principal-Perren Peterson	September 2008	Feedback will be provided to teachers based on the focus of the observation. Observations will be kept and recorded and analyzed to determine growth in instructional practices. Verbal and/or written feedback will be provided within 48 hours. Areas of concern will be addressed in writing.  <i>Principal--Perren Peterson</i>
The principal, along with the School Leadership Team, will analyze all aspects of the school (test scores, environment surveys, parent surveys, etc. to determine strengths, areas in need of improvement,) and develop strategies to	Principal-Perren Peterson	September 2008	Data logs, meeting logs, observations conducted throughout the year, along with survey results and documented changes because of these results.  <i>Principal-Perren Peterson</i>

overcome deficiencies.			
The principal, along with the School Leadership Team, will provide opportunities for teachers to conduct monthly peer observations of master teachers in order to improve the pedagogical strategies teachers employ to improve instruction.	Principal-Perren Peterson	October 2008	Observations will be discussed and analyzed to identify best practices currently being used in our building. Observing teachers will utilize what they have seen to benefit their classroom instructional practices. Forms will be collected monthly to guide instructional practices.  <i>Literacy/Numeracy Coach-Stacey Bingley Williams</i>
Meet monthly with School Leadership Team to discuss progress on reading, math, and science FSRP goals.	Principal-Perren Peterson	September 2008	School Leadership Team meeting agendas, handouts, and minutes will reflect discussion of progress on these goals. The school leadership team will meet at least twice per month.  <i>Principal-Perren Peterson</i>
Provide financial and human resources to support achievement of reading, math, and science goals.	Principal-Perren Peterson	September 2008	Purchase orders will reflect purchases of reading and math supplementary materials and instructional resources. Professional development agendas, handouts, and evaluations will be collected and analyzed to determine needs. <i>Principal-Perren Peterson</i>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 2:** By April 1, 2009, the principal will ensure that 100% of the faculty, as evidenced by professional development completion sheets and goal sheets, have participated in individualized professional development opportunities tailored to meet their needs and to help learn strategies in order to achieve the student results stated below:

1. By April 1, 2009, 70% of the students in grades 3-6 will demonstrate mastery of English/Language Arts skills by increasing one or more RIT Band levels on the MAP test as indicated by Fall 2008 to Spring 2009 MAP test results.
2. By April 1, 2009, 70% of the students in grades 3-6 will demonstrate mastery of Math skills by increasing one or more RIT Band levels on the MAP test as indicated by Fall 2008 to Spring 2009 MAP test results.
3. By March 1, 2009, 50% of the students in grades 3-6 who scored below 50% on a school developed, standards-based science pretest will score above 50% on the winter posttest. Pre and post tests will be identical and will be developed based on science standards for each grade and the Anderson 5 benchmark tests.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The principal will make available a collection of courses and staff development opportunities for teachers and assistants with instructional practice to build ideas of best practices, content knowledge and practical techniques to enhance student achievement.	Principal-Perren Peterson	August 2008	Certificates of completion will be kept to document % and observation from classrooms will be kept and analyzed to document implementation.  <i>Principal-Perren Peterson</i>
Training in differentiation techniques so that the individual needs of the student can be met.	Principal-Perren Peterson	October 2008	Certificates of completion will be kept and observation from classrooms will be analyzed. <i>Instructional Resource Teacher-Johngra Brown</i>
Lesson plans will be reviewed weekly to determine implementation of concepts learned during professional development and the use of best practices.	Principal-Perren Peterson	September 2008	Lesson plan feedback will be given to the teachers to indicate areas of concern. Feedback will be give as needed. Follow up analysis will be conducted to determine growth.  <i>Principal-Perren Peterson</i>

Observe in classrooms for implementation of reading, math, and science strategies.	Principal-Perren Peterson	September 2008	Written observation feedback and Charts of focused observation data will be kept and analyzed for school trends, needs, etc. <i>Principal-Perren Peterson</i>



## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 1:** By April 1, 2009, the district will utilize all human and financial resources to ensure the student achievement goal stated below is met.

By March 1, 2009, 50% of the students will score at the Basic or above level on MAP ELA test as indicated by English Language Arts Fall 2008 to the Spring 2009 MAP test.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development support to staff in order to implement balanced literacy model for K – 8	Academic Assistance Team, (Learning Specialist)	9/1/08	Bi-monthly observations of classroom instruction followed by targeted professional development and over-the-shoulder coaching and other support will be given to improve student achievement. <i>Learning Specialist-Elizabeth Reidenbach</i>
Provide technical assistance for administration and interpretation of screening tests	Learning Specialist Technical, Instruction Specialist	9-1-08	Professional Development and individual coaching <i>Learning Specialist-Elizabeth Reidenbach</i>
Attend staff development opportunities to increase awareness of best practices in reading so support can be given to schools.	Learning Specialist	9-1-08	Learn common language in order to support implementation Support implementation of project READ <i>Learning Specialist-Elizabeth Reidenbach</i>
Provide professional development support for 6+1 Writing	ELA Coordinator, Learning Specialist, Content Coach	8-1-08	Professional Development and individual coaching <i>Learning Specialist-Elizabeth Reidenbach</i>
Provide intensive support for induction teachers in the area of English Language Arts instruction.	Learning Specialist	8-1-08	Meet, team-teach, provide curriculum direction, and support curriculum and management areas of induction teachers. Provide constant follow-up. <i>Learning Specialist-Elizabeth Reidenbach</i>
The district leadership team will provide on-going	Learning	August	Professional development feedback forms, classroom

professional development that supports the use of best practices for teaching and learning the English/language arts academic standards through the use of the Charleston County Coherent Curriculum.	Specialist/Betsy Reidenbach, Instructional Coordinators/Jeri Calhoun, Shannon O'Brian, Melesia Walden,	2008	observations for implementation of professional development and teacher completed rubric implementation of the coherent curriculum.  <i>Learning Specialist-Elizabeth Reidenbach Principal-Perren Peterson</i>
The district leadership team will collaborate with the leadership team at Fraser Elementary to identify and provide financial and human resources to schools that will help ensure effective implementation of the Charleston County Coherent Curriculum that will be used to teach the S.C. Academic Standards.	Associate Superintendent/ Terri Nichols Learning Specialist/Betsy Reidenbach, Instructional Coordinators/Jeri Calhoun, Shannon O'Brian, Melesia Walden, PBIS/Penny Arnau Special Education Coordinator Jacinta McCown Technology/Tim Tanner	August 2008	Resource allocation sheets, coordinators time sheets, purchase orders, weekly logs, etc. will be kept to document resources given to schools.  <i>Associate Superintendent-Terri Nichols</i>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 2:** By April 1, 2009, the district will utilize all human and financial resources to ensure the student achievement goal stated below is met.

By March 1, 2009, 50% of the students in grades 3-6 will score at the Basic or above level as measured by the Math Fall 2008 to the Spring 2009 MAP test.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The district leadership team will provide on-going professional development that supports the use of best practices for teaching and learning the math academic standards through the use of the Charleston County Coherent Curriculum.	Learning Specialist/Betsy Reidenbach, Instructional Coordinators/Jeri Calhoun, Shannon O'Brian, Melesia Walden,	August 2008	Professional development feedback forms, classroom observations for implementation of professional development and teacher completed rubric implementation of the coherent curriculum. <i>Principal-Perren Peterson</i>
The district leadership team will collaborate with the leadership team at Fraser Elementary to identify and provide financial and human resources to schools that will help ensure effective implementation of the Charleston County Coherent Curriculum that will be used to teach the S.C. Academic Standards.	Associate Superintendent/Terri Nichols Learning Specialist/Betsy Reidenbach, Instructional Coordinators/Jeri Calhoun, Shannon O'Brian, Melesia Walden, PBIS/Penny	August 2008	Resource allocation sheets, coordinators time sheets, purchase orders, weekly logs, etc. will be kept to document resources given to schools.  <i>Associate Superintendent-Terri Nichols</i>

	Arnau Special Education Coordinator Jacinta McCown Technology/Tim Tanner		
The district leadership team will conduct on site visits to Fraser Elementary using the Charleston County Observation instrument and provide feedback to the building principal in all content areas.	Associate Superintendent/ Terri Nichols Learning Specialist/Betsy Reidenbach, , BIS/Penny Arnau Special Education Coordinator Jacinta McCown Technology/Tim Tanner	September 2008	The district leadership team will visit Fraser as a team, individually observe teachers and provide instructional feedback on observations to principals.  <i>Associate Superintendent-Terri Nichols</i>
Provide professional development support to staff in order to implement balanced math model for K – 8 and the use of math journals.	Academic Assistance Team, (Learning Specialist)	10/1/08	Bi-monthly observations of classroom instruction followed by targeted professional development and over-the-shoulder coaching and other support will be given to improve student achievement. <i>Learning Specialist-Elizabeth Reidenbach</i>
Attend staff development opportunities to increase awareness of best practices in math so support can be given to schools.	Learning Specialist	9-1-08	Learn common language in order to support implementation Support implementation of balanced math framework for district. <i>Learning Specialist-Elizabeth Reidenbach</i>
Provide intensive support for induction teachers in the area of math instruction.	Learning Specialist	8-1-08	Meet, team-teach, provide curriculum direction, and support curriculum and management areas of induction teachers. Provide constant follow-up. <i>Learning Specialist-Elizabeth Reidenbach</i>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 3:** By April 1, 2009, the district will utilize all human and financial resources to ensure the student achievement goal stated below is met.

By March 1, 2009, 50% of the students in grades 3-6 who scored below 50% on a school developed, standards-based science pretest will score above 50% on the winter posttest. Pre and post tests will be identical and will be developed based on science standards for each grade and the Anderson 5 benchmark tests.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The district leadership team will provide on-going professional development that supports the use of best practices for teaching and learning the science academic standards through the use of the Charleston County Coherent Curriculum.	Learning Specialist/Betsy Reidenbach, Instructional Coordinators/Jeri Calhoun, Shannon O'Brian, Melesia Walden,	August 2008	Professional development feedback forms, classroom observations for implementation of professional development and teacher completed rubric implementation of the coherent curriculum. <i>Principal- Perren Peterson</i>
The district leadership team will collaborate with the leadership team at Fraser Elementary to identify and provide financial and human resources to schools that will help ensure effective implementation of the Charleston County Coherent Curriculum that will be used to teach the S.C. Academic Standards.	Associate Superintendent/ Terri Nichols Learning Specialist/Betsy Reidenbach, Instructional Coordinators/Jeri Calhoun,	August 2008	Resource allocation sheets, coordinators time sheets, purchase orders, weekly logs, etc. will be kept to document resources given to schools.  <i>Associate Superintendent-Terri Nichols</i>

	Shannon O'Brian, Melesia Walden, PBIS/Penny Arnau Special Education Coordinator Jacinta McCown Technology/Tim Tanner		
The district leadership team will conduct on site visits to Fraser Elementary using the Charleston County Observation instrument and provide feedback to the building principal in all content areas.	Associate Superintendent/ Terri Nichols Learning Specialist/Betsy Reidenbach, , BIS/Penny Arnau Special Education Coordinator Jacinta McCown Technology/Tim Tanner	September 2008	The district leadership team will visit Fraser as a team, individually observe teachers and provide instructional feedback on observations to principals.  <i>Associate Superintendent-Terri Nichols</i>
Provide professional development support to staff in order to implement the use of science journals and inquiry-based kits.	Academic Assistance Team, (Learning Specialist)	10/1/08	Bi-monthly observations of classroom instruction followed by targeted professional development and over-the-shoulder coaching and other support will be given to improve student achievement. <i>Learning Specialist-Elizabeth Reidenbach</i>
Attend staff development opportunities to increase awareness of best practices in science so support can be given to schools.	Learning Specialist	9-1-08	Learn common language in order to support implementation Support implementation of science curriculum for district. <i>Learning Specialist-Elizabeth Reidenbach</i>
Provide intensive support for induction teachers in the area of science instruction.	Learning Specialist	8-1-08	Meet, team-teach, provide curriculum direction, and support curriculum and management areas of induction teachers. Provide constant follow-up. <i>Learning Specialist-Elizabeth Reidenbach</i>

## FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

### Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

**Note:** All acronyms should be preceded by the complete program title. For example: *Measures of Academic Progress (MAP)*

**Measures of Academic Progress (MAP)** – MAP is a state-aligned computerized adaptive assessment program. MAP tests measure academic growth over time, independent of grade level or age.

**RIT Band/RIT Score**– The scale NWEA uses to measure a student's progress is called the RIT scale, short for Rasch Unit. The RIT scale is an equal-interval scale much like centimeters on a meter stick. It is used to chart a student's academic growth from year to year. A RIT score is a number that indicates a student's instructional level. Students get an overall RIT score at the end of a Measures of Academic Progress (MAP) assessment. Scores are reported with an associated confidence band, or standard error of measure.

**DesCartes**– DesCartes ("day-cart") is a continuum that orders specific reading, language usage, mathematics, and science skills and concepts by achievement level. These skills and concepts align to the goal structure and content of your state standards.

**Positive Behavior Interventions & Support**– Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

